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ABSTRACT

This document explains the various academic and professional/vocational qualifications obtainable under the Spanish educational system at its various levels as well as the systems and procedures in place for certifying qualifications in Spain. The following topics are discussed in the document's three sections: (1) the nonuniversity educational system (development of the preuniversity educational system in the General Law of 1970 and the Law on Reform of 1990 and nonuniversity qualifications under each of the two laws); (2) the Spanish university system (overview of the university system's structure; legal recognition, bodies responsible for awarding qualifications, qualifications awarded by private bodies, and nonofficial awards; content, curriculum, and representative bodies consulted when curricula are drafted; access to qualifications and university courses; modes of teaching; accessing courses; and official qualifications and professional associations); and (3) occupational and continuous training (occupational training, higher training, vocational training given by other bodies, and unofficial training). The document's primary focus is on the Ministry of Employment and Social Security/National Institute of Employment, which is the only body authorized to award academic and professional/vocational qualifications in Spain. Appended are the following: lists of abbreviations/acronyms and principal bodies responsible for certification of qualifications and competence; an 11-item bibliography; and a glossary. (MN)

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Systems and procedures of certification of qualifications in Spain

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Systems and procedures of certification of qualifications in Spain

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Systems and procedures for the certification of qualifications

National monographs

In the context of preparation by the social partners of a "joint opinion on occupational qualifications and certification" (adopted on 3 July 1992), the Centre has been asked to undertake comparative analysis of systems and procedures for certification currently being applied within the European Communities. The authors of the monographs on the national training systems, another area of CEDEFOP's work, and who are in an ideal position to acquire information, have for the most part been asked to carry out this work.

National reports have now been concluded in the original language and are currently being translated. We are pleased to present these in a new publication series

"CEDEFOP Panorama"

These may be obtained free of charge upon request from CEDEFOP.

In these publications the authors, after making brief reference to the characteristics of the general and vocational training systems in their countries, describe all aspects of how qualifications are certified:

- formulation and introduction of certificates, qualifications and diplomas: the relevant institutions, procedures, tripartite or joint consultation or decision-making commissions;
- access to qualifications: conditions, means, motives, channels;
- certification: aims, contents, means, procedures;
- usefulness, use, trends and problems.

To keep up to date with national situations which are in a constant state of flux, the Centre would be grateful for reader's comments.

Cross-reference reading of the twelve monographs to formulate a synthesis report and a summary table is being carried out by a European institute specialized in international comparison of education and vocational training systems.

Maria Pierret
July 1993

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INTRODUCTION

The situation as regards certification of knowledge and skills acquired through technical and vocational training in Spain is currently notable for the heavy involvement of the state in the organisation of vocational training, whether given under the aegis of the educational system or in the context of employment, and in regulating the award of titles, certificates and diplomas, as also for the random nature of certification of informal training and the little weight it carries.

As a result, our study will mainly concern itself with details of academic and professional/vocational qualifications awarded by the Ministry of Education and Science (MEC), which is the only authorised awarding body for this purpose, as also the occupational training certificates issued by the Ministry of Employment and Social Security/National Institute of Employment (MTSS/INEM). Attendance of other, non-official training courses is confirmed by certificates having no academic value.

The relationship between these types of qualifications is not regulated since no procedure for recognition or establishing equivalences at academic level exists. It is claimed that this situation will be remedied in law and in fact in the near future

by the drawing up of a national vocational training programme that will cover all the various types of training in existence and bring them all under the umbrella of a single system of certification of qualifications. This is the major task facing the government and the General Council for Vocational Training - a trilateral body that includes representatives of the government, employers' organisations and the unions and is responsible for matters of vocational training.

However, on the labour market the policies adopted for the recruitment of new employees, which previously laid more stress on knowledge and skills acquired through experience, are increasingly recognising the importance of a regulated - but not overregulated - system of certification for the various types of qualifications. Academic titles, certificates and diplomas ultimately play an important role in determining a person's qualifications for a job from the employer's point of view. All this has led to a resurgence of activity in the training sector, and resulted in a large and varied range of training courses being offered, many of them inappropriate to the economic situation and job opportunities.

In this report we shall discuss the qualifications obtainable under the Spanish educational system at the various stages, and of a person's educational career and for the different types of courses. We shall also describe the certificates testifying to completion of occupational training courses and those certifying forms of training that are currently not well regulated.

SECTION I THE PRE-UNIVERSITY EDUCATIONAL SYSTEM

1.1 Development of the pre-university educational system

1.1.1 The Spanish pre-university educational system comprises basic or primary education, middle school or secondary education and vocational training. The structure of the educational system is regulated by a law which covers the country as a whole, including such autonomous communities as have assumed responsibility in matters of education.

1.1.2 The law governing the educational system defines its objectives as well as programmes of studies and curricula for each stage, regulates academic and vocational qualifications, the requirements for access to the various streams, the requirements to be fulfilled by schools and other centres of education providing such courses, the requirements for teachers and trainers and, finally, the conditions designed to ensure uniformity in the evaluation and control of the educational achievements.

1.1.3 Currently the system followed in most of the educational centres is that enshrined in the General Law on Education of 1970 (L.G.E.) which specified a non-compulsory period of preschool education for children between three and five years of age, a compulsory period of general basic education (EGB) for children between six and fourteen years of age, a non-

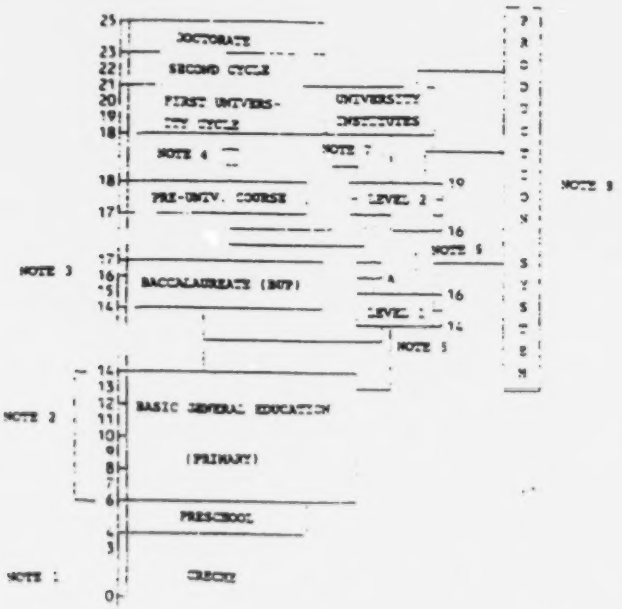
compulsory course leading to the unified and multipurpose baccalaureate (BUP) qualification lasting three years, plus a pre-university course (COU) and a system of vocational training comprising Level 1 (FP-1) of two years duration and a Level 2 (FP-2) of two or three years' duration. Chart 1 shows how the various stages follow on from one another from the start of schooling until students reach university level.

1.1.4 In parallel with this general system there exists an experimental system which was launched in 1983 and which is giving rise to certain changes in the curriculum mainly at the level of secondary education and vocational training. As Chart 2 shows, a general baccalaureate (BG) course lasting two years is being introduced together with an experimental baccalaureate covering six subjects and also lasting two years. These are replacing the baccalaureate and preuniversity courses referred to above. In addition, vocational training is organised in experimental modules at Levels 2 and 3 instead of the former Levels 1 and 2.

1.1.5 Finally the law on the reform of the educational system of 1990 (LOGSE), which puts an end to previous experiments, proposes an educational system under which compulsory secondary education is extended to the age of 16 and the structure for post-compulsory education has been overhauled with what are now four streams - two baccalaureates and the middle and upper levels

of vocational training courses (see Chart 3). The academic and vocational qualifications which will be awarded under the new law are based on an assessment of performance within the school system, retaining as key reference elements the curriculum authorised for each of the various streams, the regulations governing assessment of minimum knowledge required, and the provisions concerning the composition of assessment boards at education centres.

CHART 1: THE SPANISH EDUCATIONAL SYSTEM SITUATION UNDER THE GENERAL LAW ON EDUCATION OF 1970 (LGE)



NOTE 1 A PERIOD OF PRESCHOOL EDUCATION IS INTRODUCED FOR CHILDREN AGED 4 TO 6 BUT IS NEITHER COMPULSORY NOR FREE OF CHARGE.

NOTE 2 A PERIOD OF COMPULSORY, FREE PRIMARY EDUCATION (6 TO 14) COMPRISES THREE CYCLES: INITIAL, MIDDLE AND HIGHER. THOSE COMPLETING THE THIRD COURSE WILL BE RECEIVE A PRIMARY SCHOOL LEAVING CERTIFICATE. PUPILS WHO ARE NOT SUCCESSFUL ARE GIVEN A CERTIFICATE OF SCHOOL ATTENDANCE.

NOTE 3 THOSE SUCCESSFULLY COMPLETING COMPULSORY SCHOOLING MAY OPT FOR THE BACCALAUREATE COURSE (BUP) OR FOR A VOCATIONAL TRAINING COURSE LEADING TO A LEVEL 1 QUALIFICATION (FP-I). PUPILS WITH A CERTIFICATE OF ATTENDANCE MAY ONLY OPT FOR THE FP-I TRAINING COURSE.

NOTE 4 PUPILS COMPLETING THE BACCALAUREATE COURSE MAY ATTEND THE PRE-UNIVERSITY (COU) COURSE IN ORDER LATER TO GO ON TO UNIVERSITY IF THEY ARE SUCCESSFULL IN THE ENTRANCE EXAMINATION. OTHERWISE THEY MAY PURSUE A VOCATIONAL TRAINING COURSE LEADING TO AN FP-II QUALIFICATION (GENERAL COURSE).

NOTE 5 PUPILS WHO OPTED FOR THE FP-I COURSE AND OBTAINED THE TITLE OF "AUXILIARY TECHNICIAN", WHICH IS EQUIVALENT TO THE FIRST PART OF THE BUP, MAY DECIDE TO PURSUE A COURSE OF ACADEMIC STUDY, A VOCATIONAL COURSE OR START WORK.

NOTE 6 ACCESS TO THE FP-II COURSE IS EITHER FROM FP-I LEVEL DIRECTLY (SPECIALIST COURSE LASTING THREE YEARS) OR VIA A SPECIAL ONE-YEAR GENERAL COURSE. PUPILS COMPLETING THE THIRD PART OF THE BUP COURSE CAN ACQUIRE FP-II QUALIFICATIONS VIA A GENERAL COURSE LASTING TWO YEARS.

NOTE 7 PUPILS COMPLETING THE FP-II COURSE CAN EMBARK ON A UNIVERSITY COURSE LEADING TO A QUALIFICATION AFTER THREE YEARS. A QUOTA OF 30% OF THE NEW INTAKE IS RESERVED FOR SUCH STUDENTS.

NOTE 8 AS A GENERAL RULE ADULTS IN EMPLOYMENT MAY TAKE NON-SCHOOL EXAMINATIONS IN ORDER TO OBTAIN AN FP-I VOCATIONAL QUALIFICATION ENABLING THEM TO CONTINUE THEIR ACADEMIC STUDIES VIA BUP-COU OR FP-II. THEY MAY ALSO FOLLOW THE BASIC GENERAL EDUCATIONAL COURSE AND THE BUP THROUGH THE DISTANCE LEARNING SYSTEM.

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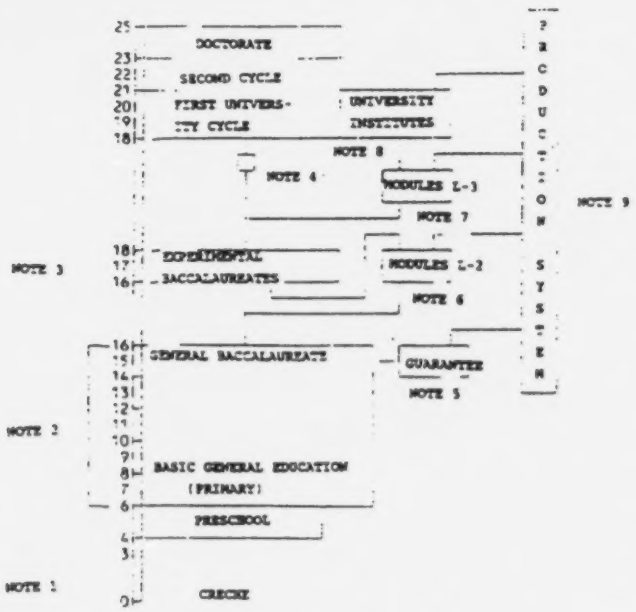
CHART II: THE SPANISH EDUCATIONAL SYSTEM DURING THE EXPERIMENTAL PERIOD 1984-1989



NOTE 1 A PERIOD OF PRESCHOOL EDUCATION IS INTRODUCED FOR CHILDREN AGED 4 TO 6 BUT IS NEITHER COMPULSORY NOR FREE OF CHARGE

NOTE 2 THE PERIOD OF BASIC GENERAL EDUCATION IS RETAINED (6 TO 14) FOLLOWED BY A GENERAL BACCALAUREATE COURSE (14 TO 16). THIS LATTER COURSE IS VERY WIDE-RANGING AND INCLUDES A NON-VOCATIONAL TECHNICAL TRAINING COURSE DESIGNED TO PERMIT PUPILS TO CHOOSE THEIR FUTURE COURSE OF STUDY.

NOTE 3 PUPILS SUCCESSFULLY COMPLETING THE GENERAL BACCALAUREATE COURSE (BG) CAN OPT FOR THE EXPERIMENTAL BACCALAUREATE COURSE WITH SIX STREAMS - (LANGUAGES, SOCIAL SCIENCES, SCIENCE, TECHNOLOGY, OFFICE WORK AND THE ARTS) OR THE FP-2 MODULES.

NOTE 4 PUPILS COMPLETING THE BACCALAUREATE COURSE CAN TAKE A UNIVERSITY ENTRANCE EXAMINATION OR CAN OPT FOR THE FP-3 MODULES.

NOTE 5 PUPILS COMPLETING THE GENERAL BACCALAUREATE COURSE MAY, DURING THE TRANSITIONAL PERIOD, ATTEND THE THIRD BUP COURSE, LINKING UP WITH THE ACADEMIC COURSE UNDER THE 1970 LAW. EXPERIMENTS BEGIN WITH A "SOCIAL GUARANTEE" PROGRAMME IN COLLABORATION WITH LOCAL GOVERNMENT AUTHORITIES.

NOTE 6 ON COMPLETION OF FP-2 MODULES PUPILS MUST TAKE BACCALAUREATE COURSES IN ORDER TO OPT FOR FP-3 MODULES.

NOTE 7 PUPILS GAINING A BACCALAUREATE QUALIFICATION CAN TRANSFER TO FP-3 MODULES DIRECTLY WHERE THE SPECIAL SUBJECTS ARE COMPATIBLE.

NOTE 8 AFTER COMPLETION OF THE FP-3 VOCATIONAL TRAINING MODULES PUPILS MAY COMMENCE A THREE-YEAR UNIVERSITY COURSE LEADING TO A FIRST DEGREE. A QUOTA OF 30% OF THE NEW INTAKE IS RESERVED FOR SUCH STUDENTS.

NOTE 9 AS A GENERAL RULE ADULTS IN EMPLOYMENT WHO DO NOT MEET THE ACADEMIC REQUIREMENTS FOR ENTRY TO FP-2 AND FP-3 VOCATIONAL TRAINING MODULES MAY DO SO SUBJECT TO PASSING AN EXAMINATION. THE MINIMUM AGE IS 17 FOR FP-2 AND 20 FOR FP-3. ADULTS MAY EITHER PHYSICALLY ATTEND COURSES OR FOLLOW COURSES BY DISTANCE LEARNING.

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1.1.6 The General Law of 1970

Generally speaking, the general law on education of 1970 bases assessment for both academic and occupational qualifications on the successful acquisition of knowledge included in the curriculum based on the Plan of Studies. The centres, whether state-run, dependent on the education authorities or private, base the courses they offer explicitly on the Plans of Study and the teachers who sit on assessment boards must possess certain university or technical/vocational qualifications which make them suitable for the task.

1.1.7 The Law on the Reform of the Educational System of 1990

The law on the reform of the educational system of 1990 lays down a new assessment system which, like the previous one, is based on the attainment of certain targets and certain minimum levels of knowledge in the subjects covered by the curriculum but introduces the concept of final ability defined in terms of attitude and aptitude which pupils should progressively acquire as they advance through the educational system. These final abilities, together with the minimum levels of attainment, are detailed in the basic curriculum for each stage or cycle and are binding on all schools, whether state or private, which run such courses. In the same way, the assessment boards are made up of teachers qualified for this purpose with the necessary university or technical/vocational qualifications.

1.1.8 The system of assessment for vocational qualifications provided for under the 1990 law seeks to go more thoroughly into the matter of occupational competence and final ability by basing itself less on theoretical knowledge than on proof of "knowing how to do" as laid down in the specification document for each vocational qualification. This assessment system makes it possible to have on the assessment board not just qualified teachers but also people from outside such as technical specialists from industry and representatives of employers' associations or the unions who have been involved in the education/training process.

1.1.9 Access to courses leading to an academic or vocational qualification are regulated and generally require a student to have successfully completed previous stages before going on to a later one. To make this possible various means exist whereby adults of over school age can acquire such qualifications and thus gain access to new educational or training courses to enhance their qualifications.

1.1.10 Once the process of assessment and checking has been carried out by the assessment board and at the proposal of the directors of public-sector teaching establishments, the Ministry

of Education awards the qualification corresponding to the particular level of studies in the name of the King. Consequently all the qualifications provided for under the laws on education within the state's sphere of competence are awarded by the Ministry of Education, although it is foreseen that some readjustment will have to be made where authority in educational matters is transferred to the autonomous communities.

1.1.11 The last point to be made is that academic or occupational qualifications have an academic or a vocational effect in that they entitle their holders to progress further through the educational system, in some cases subject to other requirements, and also provide access to the job market by enabling holders to take up a given job. However, as we shall see later, some types of occupation call not only for an educational qualification, but also for an industrial trade certificate.

1.1.12 Description of academic and occupational qualifications.

We give below a detailed description of the educational and vocational qualifications awarded by the education authorities, giving the title of the qualification, the course content and its practical value.

1.2. Non-university educational and vocational qualifications under the General Law on Education of 1970 and during the experimental period 1983-1990.

1.2.1 The following are the academic qualifications awarded under the educational system:

- First qualification: "Graduado Escolar" which certifies successful completion of the primary education course.

This title therefore confirms that a person has successfully attained the objectives of compulsory primary education in eight school years between the ages of 6 and 14 and that he or she has acquired a certain basic knowledge, abilities and skills which the educational system seeks to convey to all school pupils.

1.2.2 The academic value of this qualification are as follows:

- It affords the holder access to the academic course leading to the bachillerato (baccalaureate) examination and to Level I vocational training.

Its value in job terms is as follows:

- It provides a basic qualification for access to the job market

1.2.3 Pupils who after 10 years of schooling during which they have repeated two years fail to achieve the general objectives of primary education are given a school attendance certificate testifying that the holder has remained at school to this level of the education system.

1.2.4 The academic value of this certificate is as follows:

- It does not afford the holder access to the baccalaureate course but does allow him to attend a first-level vocational training course.

- It permits the holder to attend educational and training courses at adult education centres from the age of sixteen onwards, as also occupational training courses.

1.2.5 The value in job terms is as follows:

- It constitutes a basic qualification for low-grade work in the public sector.

1.2.6 Primary school teachers must have a university qualification acquired after a three-year course. The assessment board is composed of all those teaching the last two years of primary school.

1.2.7 The schools providing these courses may be either state run, private schools benefiting from state assistance or unassisted private schools. They must all meet the minimum requirements as regards space, classrooms, equipment etc. and have a sufficient number of adequately qualified teaching staff. Recommendations for the award of certificates are made by the headmaster of a state school for both his own pupils and those of private schools attached to a state school for administrative purposes. Certificates are awarded by the Ministry of Education and Science.

Second qualification: BACHILLER (baccalaureate)

1.2.8 This qualification certifies that a person has completed all the courses and in the various subjects covered during the three school years leading up to the baccalaureate examination, attended by pupils aged between 14 and 17. It assumes that the holder has acquired a level of education over and above that of compulsory primary schooling.

1.2.9 The academic value of this qualification is as follows:

- It qualifies the holder to embark upon the pre-university course (COU).

- It enables the holder to access second-level vocational training courses under the general education system. This course can be completed in two further school years.

1.2.10 The value in job terms is:

- It provides access to the job market or to occupational training.

- It constitutes a basic qualification for low-grade work in the public sector.

1.2.11 Teachers at this level must hold a university qualification such as licentiate (licenciado) or a higher qualification in architecture or engineering. The assessment boards are made up of the teachers of the various subjects who design the curriculum for each course.

1.2.12 The schools providing such courses maybe either state or privately run. All must fulfil minimum requirements as regards space, classrooms, sports facilities, equipment etc. The headmaster of the state school offering the baccalaureate course makes proposals for the award of the qualification for his own pupils and for those private schools administratively attached

to his own. Here again, certificates are awarded by the Ministry of Education and Science.

School vocational training certificates.

1.2.13 These qualifications are awarded on completion of Level 1 and Level 2 vocational training under the 1970 law and the vocational modules which have been run experimentally during the 1988-90 period.

Level 1: "Auxiliary technician" qualification

1.2.14 A person holding the qualifications provided for by the previous educational cycle, whether this be the "graduado escolar" certificate testifying to successful completion of the primary school course or the certificado de escolaridad (school attendance certificate), may continue and pursue Level 1 vocational training. Courses here are organised to cover two academic years and three general areas of study, namely arts, science and practical technology. This last occupies half the weekly timetable of 30 hours and constitutes vocational training proper. The other two subject areas are designed to underpin the education received at primary school, giving a broader general education and constituting the academic component of the curriculum which permits the course to be equated with the baccalaureate course.

1.2.15 The academic value of this qualification is:

- It is equivalent to the first year of the baccalaureate course and enables the holder to embark on the second year of this course or on a course of Level 2 vocational training.

1.2.16 The value in job terms is as follows:

- It provides access to the job market with a first recognised vocational qualification in some 72 occupational areas.

- It provides access to public sector jobs at level D (maintenance).

- For some occupations this qualification has to be supplemented with a trade certificate (electricians, gas workers etc.) and for other employments must be supplemented by other certificates (food handler etc.).

1.2.17 Teachers giving courses at this level must be teachers of academic subjects holding a university licentiate degree or a higher architectural or engineering qualification or, for the practical technology courses, a university diploma or, in some cases, a foreman qualification equivalent to Level 2 vocational training.

1.2.18 The centres running such courses are vocational training institutes which may be state-run, private centres run with state financial assistance, or non-assisted private centres which meet the conditions as to space, classrooms and teaching and technical equipment. Assessment is the responsibility of an assessment board made up of teachers in all subject fields and courses on the curriculum.

1.2.19 This qualification is equivalent to that awarded to students pursuing Level 2 vocational training modules, which since 1988 have been part of the experimental reform of vocational training.

Level 2 vocational qualification: "SPECIALIST TECHNICIAN"

1.2.20 This course is open to those holding a baccalaureate or Level 1 vocational training certificate. The courses can take one of two forms:

a) A general course covering two school years for those pupils who already hold a baccalaureate certificate or who hold a Level 1 vocational training certificate and have completed a further access course. The course involves a practical technology course (technology, practical work, drawing, business training) and covers 30 hours a week.

b) A course of specialist studies covering three school years for pupils who have completed Level 1 vocational training. These courses cover three fields - arts, science and practical technology. The fact that the course combines academic and vocational elements enables it to be regarded as equivalent to the baccalaureate course.

1.2.21 The academic value of this qualification is:

- It is the equivalent of the three-year baccalaureate course and thus gives access to the pre-university course (COU).

- It provides direct access to university courses.

1.2.22 The value in job terms is as follows:

- It gives access to the job market with a highly regarded qualification enabling the holder to carry out a given occupation.

- It gives access to public-sector jobs at levels E, D and C.

1.2.23 The remarks made in connection with the Level 1 vocational training qualifications as regards teachers, assessment board and education centres also apply here.

1.2.24 This combined academic and vocational qualification is on a par with successful completion of the Level 3 vocational training modules which have been organised since 1988 as part of the experimental phase of the education reform.

1.2.25 On the other hand, Level 2 vocational training students have been taking part in practical training in firms participating in the sandwich training programme. This practical training in a real working environment complements that given by the training centre itself. Students pursuing Level 2 and Level 3 vocational training modules during the experimental phase must attend a course component referred to as "work centre training", which takes place in firms under the supervision of teachers and the firms own trainers.

Access to university studies.

1.2.26 In addition to the information given in connection with Level 2 vocational training and vocational training modules, the pre-university course enables students to compete for a place at university through examinations described in Section 2, which deals with university education in detail.

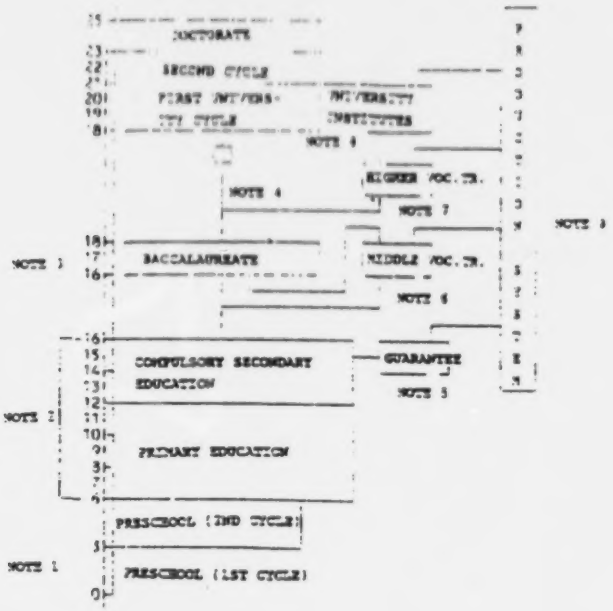
1.3 The General Law on the Reform of the Educational system

1.3.1 Upon completion of the 1984-89 experimental phase, the 1990 law on reform of the educational system began to be implemented throughout the network of schools on the basis of a timetable allowing more than six years for it to be generally applied. The new educational system will replace that described, which remains in force for the time being.

1.3.2 Basically the new law proposes two new academic qualifications - that of "secondary school graduate" and the baccalaureates in each of four subject areas, namely arts, human and social sciences, science and health, and technology.

1.3.3 In addition it groups vocational training into medium level (CF-2) and higher level (CF-3) training cycles and proposes two new qualifications, namely TECHNICIAN (CF-2) and HIGHER TECHNICIAN (CF-3). Please see Chart 3: The Spanish Educational System (1990 reform).

THE SPANISH EDUCATIONAL SYSTEM (1990 REFORM)



NOTE 1 THE NEW SYSTEM PROVIDES FOR TWO PERIODS OF NURSERY EDUCATION FROM BIRTH TO 3 YEARS AND FROM 3 TO 6 YEARS. HOWEVER, THIS IS NEITHER COMPULSORY NOR FREE OF CHARGE.

NOTE 2 COMPULSORY PRIMARY SCHOOL EDUCATION FROM 6 TO 12 YEARS IS FOLLOWED BY COMPULSORY SECONDARY EDUCATION (12 TO 16) WHICH COVERS A WIDE RANGE OF SUBJECTS WITH POSSIBLE OPTIONS AND A CURRICULAR DIVERSITY WHICH IT IS HOPED WILL ADAPT THE SYSTEM TO YOUNG PEOPLE'S NEEDS.

NOTE 3 COMPULSORY SECONDARY EDUCATION CONCLUDES WITH A FIRST QUALIFYING EXAMINATION AND THE AWARD OF A SECONDARY SCHOOL CERTIFICATE HOLDERS. OF THIS CERTIFICATE MAY CHOOSE BETWEEN THE BACCALAUREATE COURSE WITH ITS FIVE BRANCHES (SOCIAL SCIENCE, SCIENCE, TECHNOLOGY AND ARTS) OR MIDDLE-LEVEL VOCATIONAL TRAINING).

NOTE 4 ON COMPLETION OF THE BACCALAUREATE COURSE PUPILS MAY TAKE A COMPETITIVE UNIVERSITY ENTRANCE EXAMINATION OR, ELSE EMBARK ON A COURSE OF HIGHER-LEVEL VOCATIONAL TRAINING

NOTE 5 PUPILS WHO FAIL TO PASS THE EXAMINATION AT THE END OF THEIR COMPULSORY SECONDARY SCHOOLING MAY FOLLOW A VOCATIONAL TRAINING COURSE REFERRED TO AS "GARANTÍA SOCIAL" (SOCIAL GUARANTEE), WHICH SEEKS TO PROVIDE VOCATIONAL SKILLS AND EASE THE TRANSITION TO WORKING LIFE.

NOTE 6 UPON COMPLETION OF MIDDLE-LEVEL VOCATIONAL TRAINING PUPILS MUST TAKE A BACCALAUREATE COURSE IF THEY WISH TO GO ON TO HIGHER LEVEL VOCATIONAL TRAINING.

NOTE 7 ACCESS FROM THE BACCALAUREATE COURSES TO HIGHER LEVEL VOCATIONAL TRAINING IS DIRECT WHERE SPECIALIST QUALIFICATIONS ARE EQUIVALENT.

NOTE 8 UPON COMPLETION OF HIGHER LEVEL VOCATIONAL TRAINING STUDENTS MAY GAIN ACCESS TO UNIVERSITY THREE-YEAR DIPLOMA COURSES. A QUOTA OF 30% IS RESERVED FOR SUCH STUDENTS.

NOTE 9 ADULT WORKERS WITHOUT THE EDUCATIONAL QUALIFICATIONS NECESSARY FOR MEDIUM MIDDLE- OR HIGHER-LEVEL VOCATIONAL TRAINING MAY ENROL ON THE BASIS OF ACCESS TESTS. WOULD-BE STUDENTS MUST BE AGED OVER 17 FOR MIDDLE-LEVEL AND OVER 20 FOR HIGHER-LEVEL COURSES. ADULTS MAY FOLLOW THESE COURSES BY PHYSICAL PRESENCE OR DISTANCE LEARNING.

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1.4. Non-university qualifications under the 1990 law on education.

First school qualification: SECONDARY SCHOOL GRADUATE

1.4.1 This is awarded when a pupil has attained the minimum requirements for primary and secondary education in terms of both knowledge and final ability. It presupposes completion of ten school years between the ages of 6 and 16. The curriculum includes technological subjects but is not designed to provide vocational training.

1.4.2 The academic value of this qualification is

- It permits access to any of the four types of baccalaureate course or to middle-level vocational training courses.

1.4.3 The value in job terms is

- It provides a first basic qualification (Level 1) with which to start work.

1.4.4 Pupils who at the end of 12 years' schooling and despite having repeated two years do not attain the objectives of

secondary education receive a school attendance certificate and attend a basic vocational training course known as "Guarantía Social" (social guarantee) which lasts one year. This seeks to provide vocational skills and to ease the transition to working life.

1.4.5 The academic value of the school attendance certificate is:

- It does not give access to baccalaureate courses, nor to middle-level training courses.

- It enables students to attend a "social guarantee" course and be given vocational training.

1.4.6 Teaching staff involved in primary education must hold a university diploma qualification and those involved in compulsory secondary education a university licentiate degree, or a higher degree in architecture or engineering. Assessment boards are composed of the teaching staff who teach the various courses and subjects on the curriculum, who decide whether the minimum requirements laid down in the state basic curriculum have been attained, as well as those in the school's own teaching plan (school autonomy). Schools offering primary and secondary courses must now meet new requirements in terms of space, school equipment etc. and may be either state schools, state-assisted private schools or self-

financing private schools. The headmaster of the state secondary school is in all cases responsible for recommending awards of qualifications for his own pupils and for pupils of private schools attached to his school for administrative purposes.

Second school qualification: BACCALAUREATE (4 TYPES)

1.4.7 The baccalaureate is awarded to pupils who successfully complete the two courses leading to any of the four types of baccalaureate. The new baccalaureate course is composed of basic subjects, optional subjects and orientation courses. A pupil may choose the subjects which interest him most and are most suitable to qualify him for his desired career. The purpose of the baccalaureate course is thus two-fold, in that on the one hand it provides access to university and on the other to higher-level vocational training courses (CF-3).

1.4.8 The academic value of this qualification is:

- It permits a student, subject to further examination, to access university courses in the subject fields covered by the baccalaureate course.

- It provides direct access to higher-level vocational training courses in occupational areas related to the optional and orientation subjects taken during the baccalaureate course.

- It offers access to employment in the public sector.

1.4.9 The various types of new baccalaureate course are organised by the secondary schools, to which the requirements as regards teacher qualifications, assessment and proposal of award stated for the preceding qualification again apply.

Vocational qualifications:

- Middle-level qualification (CR-2): "Technician"

This new vocational qualification will replace the FP-1 "Auxiliary technician" qualification and will cover occupational profiles at Level 2.

- Higher level qualification (CF-3): "Higher technician" This new vocational qualification will replace the FP-2 "specialist technician" qualification and will cover occupational profiles at Level 3.

1.4.10 The 1990 law on the reform of the educational system introduces a new system of vocational training, some features of which are as follows:

a) A new system of defining vocational qualifications. This calls for a basic document to be produced by a qualified working group which lays down in detail the skills to be acquired and the ways and means of assessing them. The resulting catalogue, which will be available at the end of 1993, will list some 300 new qualifications to replace both those at the old FP-2 level and the

vocational modules at Levels 2 and 3 of the experimental phase.

b) The involvement of social and economic partners in the planning of vocational training, which presupposes validation of occupational qualifications by the General Council for Vocational Training - a trilateral body composed of representatives of government, employers' associations and the trade unions which is responsible for matters connected with vocational training policy - and bringing the vocational training available more into line with the needs of the local, district and regional labour market.

c) Involvement of the social partners in the assessment of qualifications through responsible cooperation in training young people, especially through periods of practical work in firms that are obligatory for employers.

d) Involvement of the autonomous communities competent in education matters to adapt the productive environment for the qualifications mentioned.

1.4.11 For the time being the catalogue of vocational qualifications is still incomplete and until the reform of this segment of the educational system comes about the system continues to operate using the vocational modules at Levels 2 and 3.

SECTION II: THE SPANISH UNIVERSITY SYSTEM

2.1. Introduction to the university system

2.1.1 Law No. 11 on the reform of the university system of 25 August 1983 (L.R.U.) is indispensable for any analysis of the means of obtaining university qualifications, whether on the basis of short or long-term courses.

2.1.2 This is the law which forms the basis for the Spanish university system as it at present exists and which, apart from expressly recognising the autonomy of the various universities, lays down the legal basis for university qualifications.

2.1.3 Article 9 of the law on university reform states that "The faculties, higher technical colleges and university institutes are the bodies responsible for the administration and organisation of courses leading to the award of academic qualifications".

2.1.4 The definition of which teaching bodies are legally authorised to award academic qualifications is quite precise.

2.1.5 Articles 28, 29 and 30 specify the basic features of approved official qualifications making a very clear distinction between them and others for which the universities, in the exercise of their autonomy, may decide to organise courses or any certificates testifying to attendance of such courses. The law also lays down the criteria for the designing, by the universities, of plans of study for the official qualifications and the requirements for their approval by government decree, as also the structuring of university studies in three cycles and the qualification to be awarded upon completion of each.

2.1.6 Application of the law referred to has resulted in a lengthy process which has substantially increased the number of official university qualifications in existence since its promulgation and is still not at an end.

2.1.7 The devising of these new qualifications and of the subjects that must be covered in order to obtain each one of them - known as the basic subjects - is an important task of Spanish universities. These basic subjects must, of course, be included in all the curricula leading to one and the same official qualification.

2.1.8 Having briefly surveyed the sphere of university education, we would point out at the start one aspect of Spanish university qualifications that is of supreme importance, namely their professional validity.

2.1.9 The fact of their professional recognition means that those holding a university qualification are able to exercise a given profession on either an employed or a self-employed basis subject to no requirement other than that of registration with the appropriate professional association.

2.2 Legal recognition

2.2.1 Bodies responsible for awarding qualifications

The government, at the proposal of the Universities Council, will be responsible for awarding certificates of university qualifications which are officially valid throughout the whole of Spain.

2.2.2 The curricula leading to the award of official university degrees such as a diploma, arquitecto técnico (architectural technician) or ingeniero técnico (engineering technician) and of licentiate, architect or engineer will be

drawn up by the universities and approved by the Universities Council.

2.2.3 The qualifications of diploma, architectural technician and engineering technician assume the successful completion of the relevant courses of study at the level of the first cycle of university education. The degrees of licentiate, architect or engineer correspond to the second cycle while the degree of doctor is reserved for those completing a third cycle of studies.

Article 28(2) of the law on university reform provides that these qualifications will be awarded in the name of the King by the rector of the university concerned.

2.2.4 Qualifications awarded by private bodies.

In the case of private universities, approval of the qualifications awarded by them is a matter for the government in consultation with the Universities Council.

2.2.5 In the case of private institutes of higher education approval of qualifications awarded by them assumes that the institute concerned has been attached to a state university or has become part of a private university.

We see, therefore, that it is the universities, whether public or private, that are responsible for validating official qualifications.

2.2.6 Non-official diplomas and awards

In addition to the official qualifications awarded by state or private universities and other state or private bodies, these institutions may organise courses of study leading to the award of diplomas or other qualifications of their own. These awards are the degree of master and a diploma of specialisation.

2.2.7 Holders of a diploma of specialisation or a master's degree find ready professional acceptance even though they have not actually been legally recognised.

2.3 Content

2.3.1 Curriculum

In order to draw up the curricula used as the basis of courses for the various official, government-approved qualifications, account must be taken both of the general guidelines and the guidelines specific to the qualification concerned which specifies the required duration of the course in academic years, the minimum and maximum number of hours of lectures a week, and the number of credits required per academic year (one credit equals 10 course hours), as also the minimum and maximum overall number of course hours per cycle and in credits.

2.3.2 The content of the curricula for the first and second cycles falls under three separate headings:

- Basic subjects which, as we have already mentioned, must be included in the plan of studies of any university providing a course leading to the same official qualification, with a minimum of 30% of course hours for the first and 25% of course hours for the second cycle.

- Subject courses designed by each university at its discretion, subdivided into compulsory and optional courses.

- Subjects which may be freely opted for by a student to supplement the curriculum; these must represent at least 10% of the total number of course hours.

2.3.3 The universities are responsible for drafting and agreeing the curricula; their approval is the responsibility of the Universities Council.

2.3.4 Representative bodies consulted when a curriculum is drafted.

The law provides that the Universities Council, through the course assessment subcommittees, are able to rely on a permanent source of advice from experts within their own university

community and from the government authorities in the various sectors, as also from professional bodies and employers' and trade union associations.

2.3.5 Every curriculum must be submitted to the relevant professional body before being given final approval and while it is being drafted the universities generally maintain flexible contacts with representatives of professional associations, employers in the sector and the public authorities more directly concerned with the type of professional activity of those eventually awarded the qualification.

2.3.6 Although an important objective of the new structure of academic studies under the law on university reform is to bring university education closer to the realities of society and the world of work, the professional associations are entitled to exercise a veto as regards the curriculum to be followed at university by students who must subsequently become a member of the professional association in order legally to exercise their profession.

2.4 Access to qualifications

2.4.1 Access to university courses

As a general rule university courses are at present open to students who obtain their baccalaureate qualification and follow this with a pre-university course and subsequently successfully pass a university entrance examination (P.A.U.). The final mark obtained, which is the average of the results of the university entrance examination, the three baccalaureate years, and the pre-university course is what decides whether a student should be admitted to a university course in universities where demand exceeds the number of places available.

2.4.2 For a substantial number of courses consideration is given, not just to the final mark obtained, but also to whether or not the student has his home in the autonomous community where he wishes to pursue his studies. This is the case of the universities of Madrid and Barcelona, where the majority of courses are accessible only to students resident in the autonomous community, except for a number of previously designated courses which are accessible simply on the basis of the final mark referred to.

2.4.3 However, this is not the only way of gaining entrance to university. Nor are the academic requirements for university entrance entirely uniform.

2.4.4 Although by law it is sufficient to have successfully completed the pre-university course in order to gain access to the first cycle of university studies, priority is given to those who have passed the university entrance examination, which in many universities is the sine qua non for obtaining a place because there are more students seeking a place than places available.

2.4.5 At university level 30% of available places are reserved for students who have completed vocational training courses. The criteria applied in awarding places in this case is to take the average mark gained in Level 2 vocational training or Level 3 vocational modules which during the experimental phase have been tried out in anticipation of the type of vocational training to be given at higher level under the law on the reform of the education system.

2.4.6 The charts show the correspondence between branches of Level 2 vocational training and Level 3 vocational modules and

the qualifications awarded after the first cycle at university which such students are qualified to attend.

2.4.7 Finally, although they represent only a small percentage of the total of number of university students, there is a small group who have gained entrance to university without previous studies on condition that they are over 25 years of age and have passed the specific tests required annually for each university.

2.5. Modes of teaching

2.5.1 University courses are organised on the basis of physical presence. Although traditionally there has been a definite tendency to provide instruction in the various subjects in the plan of study for each profession in complete courses, the plans of study resulting from the introduction of new qualifications under the law on university reform shows a definite bias towards the term as the basic module of time. Subjects that are so wide-ranging that it is not possible to cover them in a single term will be taught over a period of two terms in one and the same academic year.

2.5.2 The weekly number of lecture hours varies considerably with scientific and technical courses having more because their

greater practical content requires that students spend more time in, say, the laboratory than is necessary in the case of legal, social science or arts courses.

2.5.3 The new curricula involve between 20 and 30 hours of lectures a week for courses leading to officially recognised qualifications.

2.6 Accessing courses

2.6.1 At present old curricula and new curricula based on the law on university reform exist side by side, all of them composed of the three cycles already referred to.

2.6.2 The new curricula permit of much greater flexibility. Whereas under the old rules students who completed a first cycle could only embark on a second cycle where a second cycle continuing the first cycle existed, it is now possible to design courses covering only the second cycle which are not a direct continuation of a first related cycle. Such second cycle studies covering two academic years are accessible to those holding a first cycle qualification - diploma, architectural technician,

or engineering technician - related to the second cycle.

2.6.3 While access to some first-cycle qualifications is direct, in other cases some additional training is required. There is provision for waiving this additional training requirement in the case of students who have successfully completed the first or second cycle who can demonstrate practical or professional experience regarded as equivalent.

2.7 Official qualifications and professional associations

2.7.1 The professional recognition of university vocational qualifications is the linchpin for the first and second cycle university courses provided for under the law on university reform.

2.7.2 A doctorate degree which can be obtained by a course of third-cycle studies, does not imply any greater competence in the strictly professional sphere than that already recognised by earlier qualifications. It is required only for those wishing to devote themselves to research or university teaching.

2.7.3 There is, therefore, a clear and close connection between an official academic qualification and the legal

entitlement to carry on professional activity with no need for subsequent control on the part of the bodies with which the qualification holder registers.

2.7.4 A relevant qualification is the only requirement necessary for belonging to a professional association and thus guarantees the competence of the holder to carry out the professional functions legally required of him.

2.7.5 The law governing professional associations guarantees that the professions involving such association are exercised as provided by law and it is this government authentication of qualifications and their effects which fully justifies state intervention as a constitutional norm - thus at the highest legal level. Article 149.1.30 of the Constitution gives the state exclusive competence in regulating the requirements governing the obtaining, issuing and approval of academic qualifications.

2.7.6 One consequence of this constitutional mandate in the law on university reform is that the government is authorised to decide which qualifications shall have official validity throughout the country, while the state universities, exercising their autonomy, are entitled to award other qualifications and certificates which do not have either the same academic effects

or the same territorial validity as the official qualifications:

2.7.7 Qualifications specific to a particular university do not authorise the holder to exercise a profession as official qualifications do under the law.

2.7.8 To prevent confusion with officially recognised qualifications, the titles of such qualifications may not use the words "diploma", "architectural technician", "engineering technician", "licentiate", "architect", "engineer" or "doctor" nor include any identifying element reserved to official qualifications.

SECTION III. OCCUPATIONAL TRAINING AND CONTINUOUS TRAINING

3.1 Occupational training

3.1.1 The policy of occupational training seeks to ensure that people are given adequate vocational training with a three-fold objective:

a) to facilitate their entry into the world of work,

b) to permit occupational retraining;

c) to enhance their specialist knowledge.

3.1.2 Occupational training is not an integral part of the educational system but an instrument assisting entry into the world of work and the occupational mobility of workers, while enhancing the effectiveness of retraining, qualification and further training plans in line with the prospects offered by the labour market.

3.1.3 This concept develops the provisions of Articles 40.1 and 40.2 of the Constitution which charges the public authorities with implementing "a policy of full employment" and promoting "a policy guaranteeing occupational training and retraining", a provision that is further developed in the Workers' Statute and the Basic Law on Employment. This is the law that deals in more detail with the subject-matter with which we are concerned here, defining occupational training and its recipients and making the National Institute of Employment (INEM) responsible for drawing up an annual programme of courses that are free of charge,

stating the course objectives and who they are designed for, as also the objectives for those seeking jobs who are registered with the employment offices. The law also allows for the possibility of involving other institutions and specialist bodies in achieving its objectives.

3.1.4 The occupational training courses run by the National Institute of Employment are organised within the framework of a national training and employment integration plan (FIP) which comprises a series of programmes, some of which are financed by the European Social Fund, organised by the National Institute of Employment in cooperation with private teaching institutions or, in some cases, with other ministries - Agriculture, Defence etc. or in collaboration with private firms and employers' organisations or any other type of body.

3.1.5 Course duration varies between 20 and 1400 hours, the average being around 350 hours. Course content is linked to the various programmes designed for certain target groups, chief of among them being:

a) Occupational training programmes for young people and the long-term unemployed.

b) Sandwich training programmes for unemployed young people below 25 years of age who are attending occupational training courses.

c) Courses designed to fill gaps in the school education of young people who have not completed their primary school education or first-level vocational training courses, experimental vocational modules, university courses, or training for young people doing their military service.

d) Occupational training programmes in a rural environment

e) Occupational training programmes in firms or sectors of industry in the process of restructuring, for people in employment and the self-employed.

f) Occupational training courses aimed at women who wish to return to work in order to train them in occupational areas in which they are under-represented, or to assist women with families to return to work and those with particular difficulties to find jobs.

g) Occupational training programmes for students taking part in programmes run jointly with training organisations of other member states of the European Union.

h) Occupational training programmes for the handicapped, emigrants, immigrants, members of workers' cooperatives and limited companies and similar groupings not covered by the earlier programmes.

3.1.6 Courses exist at the following levels:

- Introduction to work courses. These are targeted mainly at young people to provide them with some job knowledge and skills to enable them more easily to make the transition to the world of work, although with no specific vocational qualification.

- Qualification courses are courses aimed at those with no qualification and aim to give them sufficient knowledge and skills to carry out a given job.

- Retraining courses are aimed at workers who already possess qualifications or skills but who, having either already lost their job or are expecting to do so, require retraining for a new profession, occupation or trade.

- Further training courses. These courses aim to update and improve the knowledge and skills of skilled workers to prepare them for promotion.

3.1.7 The levels referred to are steps to be found within each occupational group, by which we mean a set of occupations requiring similar training. Training covers a total of 43 occupational groups.

3.1.8 Occupational training courses are given by teachers and trainers with educational or vocational qualifications at various levels who may be specially employed for the purpose, or officials of the National Institute of Employment, or trainers

employed by cooperating organisations and institutions approved by the competent authorities.

3.1.9 Courses are held at the Institute's own centres or in approved centres which meet requirements in terms of equipment and classroom space.

3.1.10 Course development is assured by a system whereby usefulness is assessed by the teachers and trainers themselves or by the Ministry's inspectorate, which is responsible for seeing that training is properly conducted.

3.1.11 At the end of the course those attending are given a certificate of occupational competence issued by the National Institute of Employment. This has no academic value and cannot be considered equivalent to the vocational qualifications awarded by the Ministry of Education and Science.

3.1.12 However, implementation of the 1990 law on educational reform provides for an analysis of occupational training routes to enable such qualifications to be recognised as equivalent to approved official qualifications as long as they meet the requirements for access to training, assessment guarantees etc. This study is currently being undertaken within the General Council for Vocational Training and will make it possible to establish the framework for a single system of vocational training qualifications below university level which recognise initial vocational training and training on the job in the case of adult workers.

BREAKDOWN OF STUDENTS SUCCESSFULLY COMPLETING TRAINING UNDER FIP PROGRAMMES 1986-1990

(in % and absolute figures)

Programmes	1986		1990		1990-86
	%	Number	%	Number	%
- Contracts for training according to an INEM-approved plan	2.1	3,548	0.4	1,187	-66.6
- Occupational training for young unemployed people of under 25	32.9	55,293	35.3	101,119	82.9
- Vocational training for long-term unemployed over 25 years of age	14.5	24,379	16.7	47,836	96.2
- Rural occupational training	21.2	35,647	5.8	16,719	-53.1
- Occupational training in firms and sectors of industry undergoing restructuring	8.7	14,720	5.1	14,509	-1.4
- Training of the self-employed and employees (excluding retraining)	11.2	18,907	20.5	58,550	209.7
- Training of members of cooperatives workers' limited companies					
- Training for the handicapped	-	-	0.8	2,357	-
- Training for emigrants	-	-	0.1	368	-
- Training for the socially disadvantaged and ethnic minorities	-	-	0.0	77	-
- Training of trainers	0.5	841	0.8	2,396	184.9
- Training for other groups (1)	0.5	902	1.8	5,031	457.8
- Other training (2)	4.6	7,779	12.7	36,237	365.8
	3.8	6,309	-	-	-
Total	100.0		100.0	286,386	70.1

(1) This covers those seeking jobs who are not out of work, those receiving unemployment benefit and people over 25 who have been out of work for less than a year

(2) This covers those trained in courses not covered by the FIP plan who began training in 1985 and completed it in January and February 1986

SOURCE: Ministry of Labour and Social Security

3.1.13 Higher training courses

There are a number of courses generally referred to as "higher training" which provide the necessary specialist instruction to be able to take on higher-grade jobs at company management level, higher technical positions, or jobs in politics and even culture.

3.1.14 These courses have their own particular characteristics:

- They are comparatively new and aim to plug the gaps in traditional school education.

- They are subject to the economic situation resulting from social and technical changes.

- They are subject to change in order to adapt to meet new needs.

- They are mainly privately run.

- They are often targeted at groups selected by firms, managers in general, those with higher qualifications, students and those with middle-level qualifications.

- Generally speaking they supplement training already received.

3.1.15 This training has been grouped under seven headings

- Managerial sciences
- Science and technology

- Computer science
- Psychology and educational science
- Political and social sciences and law
- Language for technicians
- Other

3.1.16 Vocational training given by other bodies.

A number of government or private bodies organise occupational training courses with a degree of regularity.

Chief among these are:

- Ministry of Agriculture, Fisheries and Food
- Ministry of Culture
- Ministry of Defence
- Ministry of Economy and Finance
- Ministry of Industry and Energy
- Ministry of Public Administration
- Ministry of Public Works and Town Planning
- Ministry of Health and Consumer Affairs

3.1.17 These various authorities promote two kinds of vocational training for their employees or, in some cases, people working in sectors related to their own:

a) **Approved vocational training**: Approved Level 1 and Level 2 training courses run on firm's own premises with the approval of the Ministry of Education and Science.

b) **Occupational training**: Courses are organised by the Ministry of Labour and Social Security and the National Institute of Employment under agreements with these two bodies.

3.1.18 In the first case, the Ministry of Agriculture, Fisheries and Food runs first- and second-level training courses in agricultural subjects at its agricultural training centres as well as offering approved vocational modules for the agricultural group of occupations.

3.1.19 The Ministry of Public Works and Transport and the Ministry of Agriculture, Fisheries and Food have their own vocational training centres which run Level 1 and Level 2 courses in sea fishing by agreement with the Ministry of Education and Science

3.1.20 These approved training courses enable people to obtain academic and/or vocational qualifications which are recognised by the Ministry for Education and Science and regarded as equivalent to those it awards.

3.1.21 In the second case, these ministries offer occupational training or specialised courses in subjects or occupational areas of strategic interest in the sectors covered by them.

3.1.22 Thus the Ministry of Agriculture, Fisheries and Food uses its agricultural training centres to run short training

courses for agricultural workers in various subjects in order to enhance the level of qualifications in this sector and in the coastal fishing sector (inshore fishing), applied mechanical and electrical engineering etc,.

3.1.23 The Ministry of Defence runs specialist courses in subjects connected with the maintenance and operation of various types of equipment - radio, radar, ship maintenance, tank maintenance, naval diving, etc. In all it runs 130 specialist courses.

3.1.24 These non-official courses result in the award of certificates issued by the organising body. However, these have no academic value nor is there any chance of their being recognised as equivalent to official vocational training qualifications. The vocational training certificates issued by the Ministry of Defence have no validity in civilian life and require additional training in order to be regarded as equivalent to those generally recognised on the labour market.

3.1.25 Unofficial training.

In addition to the official training courses and the vocational training courses described above, there is also an unofficial training market which offers courses at various levels that in general result in the award of private diplomas or other

qualifications that have no academic value and are not officially recognised.

The most important of these are:

- The National Association of Distance Teaching Centres offers vocational training on a distance learning basis with its own courses which have not been approved and for which it awards diplomas. This association issues some 20 000 certificates a year covering various specialist areas.

- Foundations and similar organisations specialising in vocational training. The most important of these are such institutes as Gaudí in Barcelona and Príncipe de Asturias situated in Asturias and concerned with basic training in the building sector.

- Private bodies, academies and teaching centers which give short courses in technical subjects and specialised production techniques, updating and further training courses for workers in employment and courses for workers undergoing retraining.

- Professional associations, companies, specialist training departments etc. who run continuous training courses.

- In general, although these diplomas and occupational qualifications awarded by private bodies have no official validity they are much sought after, especially those courses which represent postgraduate training or training courses related to officially recognised courses, so as to increase the level of qualification when seeking a job.

SECTION IV ANNEXES

Annex 1: Abbreviations and acronyms

ANCED
National Association of Distance Teaching Centres

B.U.P.
Uniform Multipurpose Baccalaureate

B.G.
General Baccalaureate

CEDEFOP
European Centre for the Development of Vocational Training

C.F.
Training cycle

C.F.-3
Higher level training cycle

C.O.U.
Pre-university course

E.G.B.
Primary schooling

F.P.-1
Level 1 vocational training

F.P.-2
Level 2 vocational training

F.P.O.
Occupational training

F.P.R.
Regulated vocational training

INEM
National Institute of Employment

LODE
Law on the right to education

LOGSE
1990 Law on the reform of the education system

L.R.U.
Law on university reform

M.E.C.
Ministry of Education and Science

M.T.S.S.
Ministry of Labour and Social Security

PAU
University entrance examinations

Annex 2: Principal bodies responsible for certification of qualifications and competences

Cámara de Comercio e Industria de Madrid; Huertas 13 y 11; 28012 Madrid; Tel.: 538 35 00

Consejo Escolar del Estado; San Bernardo, 49; 28015 Madrid; Tel.: 531 93 70

Consejo General de Formación Profesional; Pío Baroja, 6; 28009 Madrid; Tel.: 409 09 41

Instituto Nacional de Empleo (INEM); Condesa de Venadito, 9; 28027 Madrid; Tel.: 585 98 88

Ministerio de las Administraciones Públicas; Marqués de Monasterio, 3; 28004 Madrid; Tel.: 586 14 00

Ministerio de Agricultura; Paseo de Infanta Isabel, 1; 28014 Madrid, Tel.: 467 24 00

Ministerio de Defensa; Paseo de la Castellana 109; 28071 Madrid, Tel.: 555 50 00

Ministerio de Educación y Ciencia; Alcalá 34; 28014 Madrid; Tel.: 521 45 30

Ministerio de Trabajo y Seguridad Social; Nuevos Ministerios, 28046 Madrid; Tel.: 263 60 00.

Ministerio de Transportes y Obras Públicas; Nuevos Ministerios, 28046 Madrid; Tel.: 456 11 44

Annex 3: Bibliography for systems and procedures for certification of qualifications and competences

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Annex 4: Glossary

Short cycle: A course lasting three years which leads to the award of a first degree or the qualification engineering technician or architectural technician.

Long cycle: A course leading to the award of a degree of licenciate, engineer or architect lasting five or six years.

Professional association: A body set up under public law protected by law and recognised by the state, whose purpose is to regulate the exercise of the professions it covers, to exclusively represent the profession and to defend the professional interests of its members.

Credit: A course validation covering 10 hours of theoretical or practical instruction or its equivalent.

Occupational grouping: A structured group of specialist occupations which call for a similar form of training and whose apprenticeships have similar features.

Occupational training: A system of acquiring occupational skills adapted to the needs of the employment market and employment policy which prepares workers who may or may not be in jobs and persons above 16 years of age to carry out a given occupation through a form of instruction that is predominantly practical and of short duration.

Regulated vocational training (F.P.R.): a form of vocational training included in the general educational system and accessed via the primary school route. It equips students to carry out a given occupation. There are two levels, first-level vocational training and second-level vocational training.

National Institute for Employment (INEM): This is an autonomous body which comes under the Ministry of Labour and Social Security and is responsible for implementing the government's policy on employment matters - job creation, vocational training and services for the unemployed. The Institute was brought into being by Royal Decree 36 of 16 November 1978 and its basic structure was laid down by Royal Decree 1458 of 6 June 1986.

Basic Law on Employment of 8 October 1980: This law created a legal framework regulating the employment market and labour relations, laying down norms for job creation, specifying types of employment contract, the system of financial assistance for the unemployed, as also the new functions of the National Institute of Employment, its organisation and the types of services it is to provide.

Organic law: This is a law, which implements a constitutional right. Thus the Organic Law on the Reform of the Education System implements Article 27, which establishes people's right to education. The Basic Law on Employment does the same for the right to work etc.

The Organic Law on the Reform of the Educational System (LOGSE) 1990, promulgated on 3 October 1990, lays down the academic organisation of the various cycles and stages of the educational system, the requirements to be fulfilled by teaching staff, and the various elements and guidelines for the reform of the education system. It replaces the General Law on Education of 1970.

Law on University Reform (L.R.U.) 1983: This law gave each state university autonomy in its particular region, encouraged the setting up of a Higher Universities Council to coordinate courses of studies and a number of University Councils composed of teaching staff and students. It allows a university to create its own qualifications, promotes research and cooperation with industrial firms and regulates the teaching career of university staff.

Master: A title used for non-official qualifications on the basis of courses run by the universities and other bodies. It has no academic value and no value as a qualification for exercising a profession as do official university qualifications.

CEDEFOP – European Centre for the Development of Vocational Training

Systems and procedures of certification of qualifications in Spain
Manuel López Quero, Nicolás Serrano Colmenarejo, Félix Martínez López, Inés Touza Rodríguez
– Universidad Politécnica de Madrid –

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In these publications the authors, after making brief reference to the characteristics of the general and vocational training systems in their countries, describe all aspects of how qualifications are certified:

- formulation and introduction of certificates, qualifications and diplomas: the relevant institutions, procedures, tripartite or joint consultation or decision-making commissions;
- access to qualifications: conditions, means, motives, channels;
- certifications: aims, contents, means, procedures;
- usefulness, use, trends and problems

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